



Charlotte Mason's House of Education,  
Scale How, Ambleside, UK, 2009

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The chapters deal with *Character and the Mind, The Personality of Character, Character and the Body, Character and Ethics, Character and Heredity, Character and Habit, Character and Growth, Analysis of Character, The Qualities of Character, Character and the Will, Character and Conduct, Character and Conscience, Character and Christianity, Character and Destiny*. These are all matters which come home to every man's business and bosom and appeal especially to those whose work in life it is to modify, direct, retrieve, sustain, and in every direct and indirect way labour towards the achievement of character in weak and dependent beings, that is to say, to parents. The reader will find that Dr. Schofield's book does him, in almost every page, a twofold service—it stimulates him and instructs him. It shows him how great an achievement and possession is character: "*Our minds cast shadows* just like our bodies, and daily and hourly those shadows are falling upon others for good or evil. This one fact alone proclaims the overwhelming importance of character in social life. The reason we feel one man's presence and not another's is, indeed, as simple and unerring as the law of gravity. A presence is felt in exact proportion to the strength of its character." "Oh! Job, how did you know Hercules was a God? Because I was content the moment my eyes fell on him—he conquered whether he stood or walked or sat." "Men of character," says Emerson, "are the conscience of the society to which they belong, and to produce all this effect no word need be spoken, no deed done—the presence often suffices." "In silent company with another," says Maeterlinck, "the character is often deeply formed. The truth cannot often be uttered in words, but it can be learnt in silence." This kind of writing is stimulating. We say to ourselves, "get character," and, again, before all things, "get character." Having stimulated us, Dr. Schofield proceeds to instruct us. Character, he tells us, is not to be attained by introspective methods, but by the pursuit of ideals. "The measure of a man is truly the measure of his vision, that is, of the ideal before his eye." Again,—"Loss of faith in ideals is destructive of character and stops its growth. Moreover an ideal not followed is soon lost." Again,—"We have little idea how character develops by the pressure of moral opinions and current thoughts. One single hint or new idea may influence an entire character." Again,—"Schopenhauer traces some bad characters to the effect of the single idea of regarding the world as 'not myself' and all good as centering in the unextended *ego*." We have not space to estimate severally chapters dealing with matters of such exceeding weight, but we hope we have said enough to direct the reader's attention to Dr. Schofield's valuable work, in which he will find, as we have said, such stimulation and such suggestion as should make him desire "character" before all things, and should enable him to set about the intelligent production of that which he desires.

*The Beloved Son: The Story of Jesus Christ told to Children*, by Mrs. Francis Rye (Heinemann, 2/6). Mrs. Rye has performed a difficult task with wise insight and perfect reverence. *The Beloved Son* is a beautiful little book, not by any means written down to children, and yet written in a style whose seriousness and simplicity should appeal to every intelligent child. The table of contents will give some idea of the scope

of the work. The chapters treat of *Christmas Day, The Wonderful Things He did, The Beautiful Stories He told, His Ways with children, Some of the Things Jesus taught the People, The Last Days of Jesus, The Painful Death He died, How in the end He won*. The teaching of our Lord is presented with just that living touch that is so often missed. For example,—“He told them that those who were content to have nothing in this world had for their own the Kingdom of Heaven, and that those whose lives were meek and gentle won their way on earth. That the people who were made sad by sin and by the sorrow of the world were those whom God himself comforted. That the longing to be better and holier was a noble feeling and would be fully satisfied.” We should not like to think that any other book were used *instead* of the Gospel stories as told in the Gospels themselves, but many teachers and parents have felt the need of supplementary help, something that should bring the whole Gospel story into focus, as it were, and should afford a key to the direct teaching of our Lord. We think this is just the book for parents to read to their children.

*The Children's Quarterly* (P.N.E.U. Office, 6d., quarterly), is better than ever; every P.N.E.U. child should take it in. Especially do we endorse “Aunt Mai's” advice to her nephews and nieces about the “*Portfolio of Paintings*.” The studies set for this quarter are very charming, and we believe that the members of “Aunt Mai's” Art Club should do them well.

## THE "P.R." LETTER BAG.

[The Editor is not responsible for the opinions of Correspondents.]

DEAR EDITOR,—The article on the “Dangers and Difficulties of Child Study” interested me deeply. The lecturer made one remark which I am sure would have been put in a different way had she attended the meeting at the P.N.E.U. Conference on May 8th, at which the subject of Children's Country Holidays was discussed, and Mr. Ernest Hart gave particulars of the splendid help which some of our young people give to town children by taking them for walks and teaching them natural history. She would not speak as she does of the “luckless little Londoner, who cannot have a peaceful fortnight in the country without an examination at the end of it,” if she knew how they hang in groups in the lanes, longing for the shops and scenes of excitement which are “home” to them, and begging passers and by to “give I some'ut to do.” If more workers in this great and growing harvest could be found, would not a few simple questions at school on their return on what they have seen prolong the break of school routine, and remind them of the happy days spent in looking at nature with eyes less absolutely closed than they are at present? It is a work which, in my opinion, P.N.E.U. parents should do all they can to induce their young people to take part in. Much may also be done by sending boxes of specimens up to London for botany lessons.

Yours truly, M. L. HART DAVIS.

Dunsden Vicarage, Reading, Dec. 15th, 1900.



DEAR EDITOR,—Will you kindly ask the readers of the *Parents' Review* if they can tell me of a good first book in geography, and also a first arithmetic, for a little girl just 7? I have liked the books that I have got from recommendations in the "P.R. Letter-bag" so much that I have ventured to trouble you. Thanking you in anticipation,

yours sincerely, L. W.

19, Maison Dieu Road, Dover, Jan. 4th, 1901.

DEAR EDITOR,—I should be most grateful if any readers of the *Parents' Review* could tell me of any books or papers suitable to give to young working men, dealing simply and straightforwardly with the subject of purity and with the temptations with which they are likely to meet in this connection. Also whether there is anything of the nature of a league of purity to which they can belong, which is simple and manly in character. I hope and think these questions are not entirely outside the scope of the Parents' Union. I should most gladly receive any information sent to Mrs. F., c/o Miss Russell, 26, Victoria Street, and I hope anyone able to give me information will be kind enough not to withhold their help.

Dec. 14th, 1900.

DEAR EDITOR,—I should like, if I may, to ask the opinion of members as to the following points in connection with the religious teaching and training of very young children. One feels that in this, as in all other matters, the God-given mother-instinct is not everything, and we young mothers may be saved from many dangers by the equally God-given experience of older ones, if they will not mind being troubled to think of us and to give us their help and counsel. We lose much if they pass by on the other side, and feel it is not their affair.

(1) On what plan would you first present the Gospel story to little children, and at what age or stage of development would you first tell them of the death and resurrection of our Lord?

(2) Does the danger of parrot-like repetition outweigh the advantage of strong early impressions on the memory, if little children learn Scripture and hymns when parts of what they learn may be rather beyond their understanding?

(3) At what age would you begin to let them join in public services and family prayers?

(4) Can any members recommend "Sunday" books for tiny children, which are reverent in tone, well-written and interesting; and also any notes of Bible lessons for very little ones? For books we need something above the level of the mere little moral tale.

Holton Park, Oxford.

Yours truly, FLORENCE FREMANTLE.

## P.N.E.U. NOTES.

Edited by Miss RUSSELL, Sec., 26, Victoria Street, S.W.

To whom all Hon. Local Secs. are requested to send reports of all matters of interest connected with their branches, also 30 copies of any prospectuses or other papers they may print.  
N.B.—Kindly write on one side of the paper only.

### NEW BRANCHES.

The Executive Committee has been approached with a view to starting Branches in the following places:—

BARRY (GLAMORGAN).

BRADFORD.

BRISBANE.

BRISTOL.

CARDIFF.

CHELTHENHAM.

COPENHAGEN.

CROYDON.—Names may be sent *pro tem.*, P. Rands, Esq., Brighty, Bensham Manor Road.

DUBLIN.

ESHER.

GUILDFORD.—Names may be sent *pro tem.* to Mrs. Clarke Kennedy, Ewhurst Rectory, near Guildford.

HUDDERSFIELD.

MANCHESTER.

NORWICH.

NOTTINGHAM.

PRESTBURY.

SURBITON.

SWANSEA.

WINCHESTER.

WINDSOR AND ENGLEFIELD GREEN.

Readers of the *Parents' Review* living in these districts, or having friends there, are asked to communicate with Miss Russell.

The Library Committee acknowledge with thanks the gift of the following books:—*The Teaching of Morality*, by Mrs. Sophie Bryant, D.Sc., and presented by her; *The Beloved Son*, by Mrs. Francis Rye, presented by the author; *Chapters on the Aims and Practice of Teaching*, edited by Frederick Spencer, M.A., Ph.D., and presented by him; Two Bound Volumes (I. and II.) of *Parents' Review*, presented by Mrs. Tebbutt; *Progressive Education*, translated from French of M<sup>me</sup>. Necker de Saussure; and also *Harmony of Education* (of date 1848), presented by Mrs. Banks, of Kew Branch; Three Copies of *Cornhill Magazine* (May, 1900), with an article recommended to P.N.E.U. readers by Miss Mason, presented by Mrs. Franklin; Special Reports of various subjects from Education Department. Also many other books from kind donors, which would make too long a list for the present issue.

The publication of the appendix to the Catalogue has been unavoidably delayed, but it is hoped that it may appear shortly. All gifts of books, or money for those already recommended, will be gratefully received by the Library Committee, as they wish very much to bring up the number of new books for the appendix to a hundred at least; at present they have about eighty.